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Code-Switching Learning Outcomes Using Digital Badges: Opening Our Learning Outcomes to Our Learners

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CODE-SWITCHING LEARNING OUTCOMES USING DIGITAL BADGES

Created by Nicholas Schiller / @nnschiller

Library Instruction West Conference

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Instructions for viewing this reveal.js presentation

Link to this Presentation: bit.ly/schiller-liw

CODE SWITCHING

In linguistics, "code-switching" means mixing languages or patterns of speech in conversation.

...code-switching is about dialogue that spans cultures. It evokes the conversation we want to have here.

[NPR Code Switch Blog FAQ](#)

LEARNING OUTCOME

Performance target that describes the real-world application of learning objectives.

From Char Booth's [Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators](#) (glossary)

See also: [Outcomes Assessment Model](#)

DIGITAL BADGE

A badge is a symbol or indicator of an accomplishment, skill, competency, or interest. Badges can be used to represent achievements, communicate successes, and set goals.

From [Mozilla Open Badges FAQ](#) *Note: I'm focusing on the symbol and ignoring the underlying metadata & certification aspects.*

**THERE IS TENSION
BETWEEN LEARNER
CENTERED INSTRUCTION
& OUTCOMES
ASSESSMENT.**

LEARNER-CENTERED INSTRUCTION

Student-centered learning; education that focuses on the effectiveness of learning and the student experience rather than the effectiveness of teaching and the instructor experience.

From the glossary in Char Booth's [Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators](#) (glossary)

OUTCOMES ASSESSMENT

Formal or informal appraisal or judgment of two- or four-year college *programs* or *students* in relation to institutional or public expectations of achievement or development -- often but not always measured against specific objectives

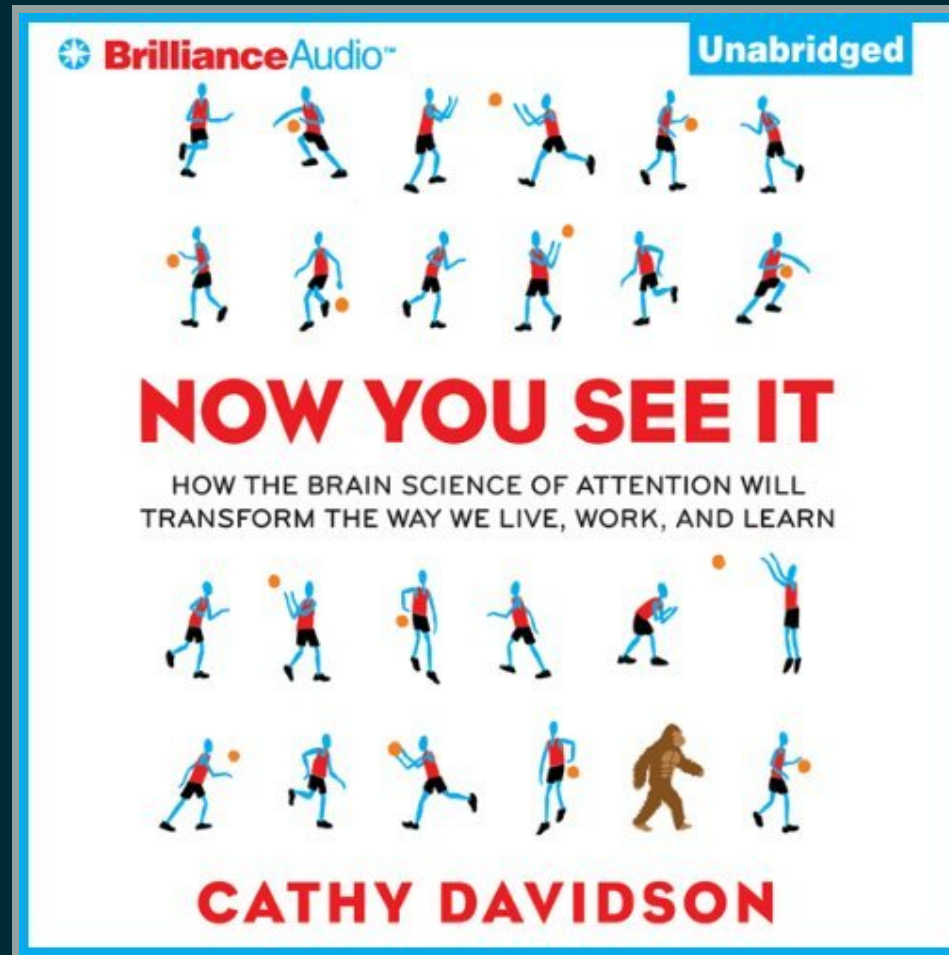
[ERIC Thesaurus](#)

Subtext: It's important to note that program (or institutional effectiveness) assessment and student assessment (or assessment of student learning) are very different things. Beware the bait & switch.

**ASSESSMENT
VOCABULARY IS ABOUT
STUDENT LEARNING, BUT
STUDENTS ARE NOT THE
AUDIENCE.**

IS THIS GOOD UX DESIGN?

WSU learning goal	At course end, students should be able to:	Course topics addressing outcomes	Primary evaluation of outcome
WSU#4: Information literacy Students will use a disciplined and systematic approach to accessing, evaluating, and using information.	<ul style="list-style-type: none"> ∞ Examine the structure and culture of the disciplines, publishing cycles, and information flows control access to information. ∞ Demonstrate an understanding of how storage and retrieval systems control what information can be found. ∞ Use a variety of advanced techniques, such as Boolean searching, subject/descriptor searching, truncation, and proximity, to retrieve information effectively from a variety of electronic information retrieval systems, like subscription databases and the Web. ∞ Understand the use of language and vocabulary in information retrieval by exploring thesauri, indexes, concordances, and keyword-matching, as well as demonstrate comprehension of the differences, uses, and strengths of these various ways of using language to retrieve electronic information. 	Information design / architecture Evaluation Databases Search: Terms and concepts See "Course Schedule" for exact dates.	3 organization projects 3 search projects Search strategy project Final project



- Book has useful insight into measuring in education
- Better to light a candle than to make grumpy tweets about neoliberalism and Taylorism

**PROGRAM ASSESSMENT
CAN BE MADE *MORE*
STUDENT CENTERED
WITH DIGITAL BADGES.**

WSU learning goal	At course end, students should be able to:	Course topics addressing outcomes	Primary evaluation of outcome
WSU#4: Information literacy Students will use a disciplined and systematic approach to accessing, evaluating, and using information.	<ul style="list-style-type: none"> ∞ Examine the structure and culture of the disciplines, publishing cycles, and information flows control access to information. ∞ Demonstrate an understanding of how storage and retrieval systems control what information can be found. ∞ Use a variety of advanced techniques, such as Boolean searching, subject/descriptor searching, truncation, and proximity, to retrieve information effectively from a variety of electronic information retrieval systems, like subscription databases and the Web. ∞ Understand the use of language and vocabulary in information retrieval by exploring thesauri, indexes, concordances, and keyword-matching, as well as demonstrate comprehension of the differences, uses, and strengths of these various ways of using language to retrieve electronic information. 	Information design / architecture Evaluation Databases Search: Terms and concepts See "Course Schedule" for exact dates.	3 organization projects 3 search projects Search strategy project Final project

compare to goal with badges

Atoms (physical objects)

1st Order of Order



FIND STUFF



ORGANIZE STUFF



FILTER => IN



FILTER => OUT



ALPHABETIZATION



GEO OF KNOWLEDGE

Bits (digital objects)

2nd Order of Order



METADATA



TAXONOMY



LUMP & SPLIT



CTRL VOCAB



DEWEY DECIMAL



FIELD SEARCHING

3rd Order of Order



MICRODATA



WEB SEARCH



TAGGING



WEB ANALYTICS



OPTIMIZATION



PAGE RANK

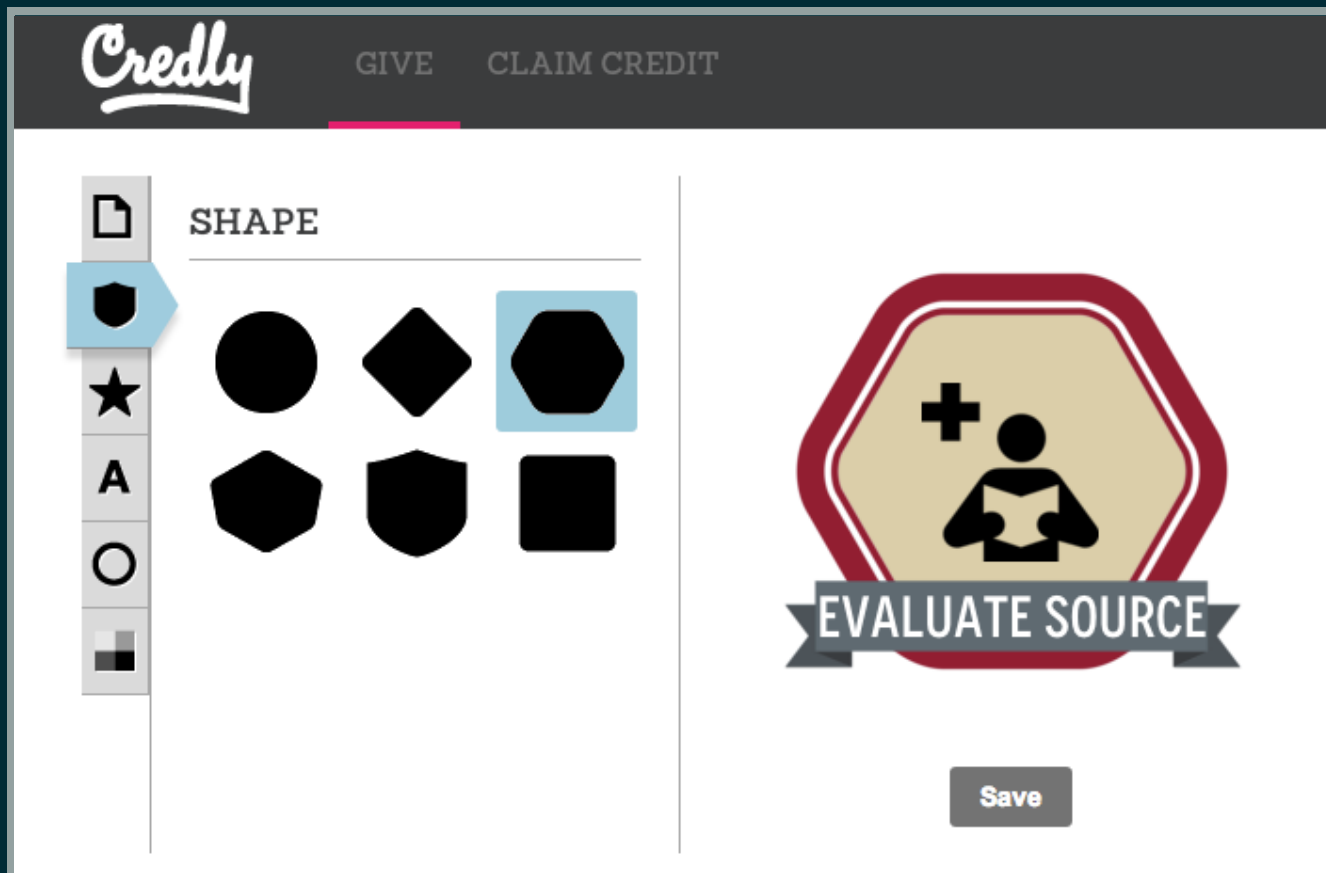
**BADGES MAKE CLEAR
AND FRIENDLY LINKS
BETWEEN STUDENT
WORK AND GOALS AND
OUTCOMES.**

USE VISUAL DESIGN ELEMENTS TO MAKE CONNECTIONS.

color, shape, icon, contrast, texture, text, size

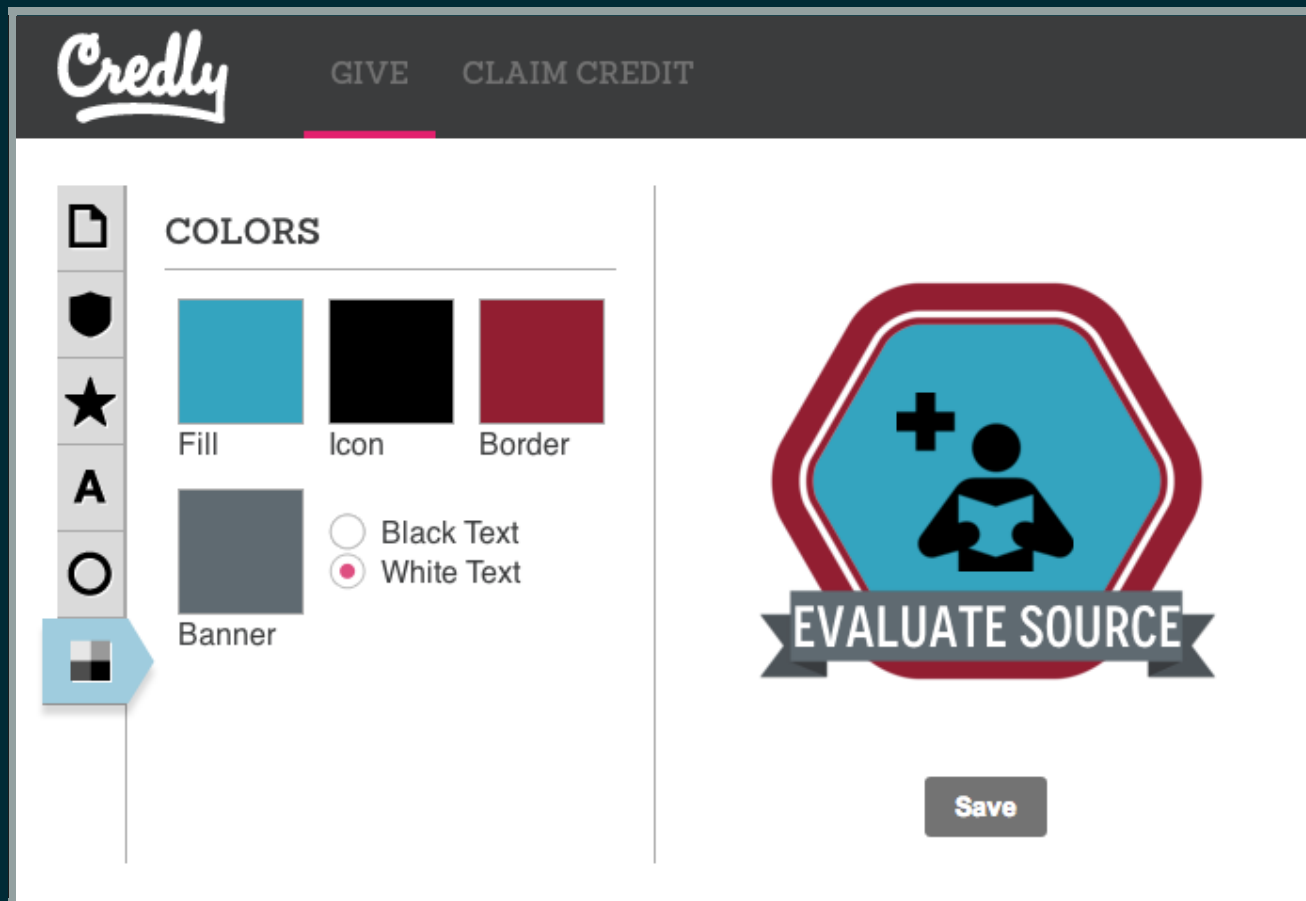
GOAL

The goal is indicated by the outside shape of the badge.




OUTCOMES







Outcomes are indicated by the interior color of the badge.




COURSE TOPIC


Course topic is indicated by the icon and text of the badge.


 [GIVE](#) [CLAIM CREDIT](#)

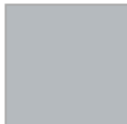


COLORS



Fill


Icon


Border


Banner

☒ Black Text
☐ White Text








[Save](#)

ASSESSMENT

Badges can be used as metadata to put assignments in context with the course concepts, learning outcomes and goals.

EXAMPLE: CMDC PROGRAM GOALS & OUTCOMES

Goal Five: Information	Courses	WSU Goals
 <p>Know the basics of information architecture and knowledge management along with ways digital information can be structured for retrieval and archival purposes for different audiences.</p> <p>Outcomes:</p> <ul style="list-style-type: none">  <p>A. Examine the structure and culture of the disciplines, publishing cycles, and information flows control access to information.</p>  <p>B. Demonstrate an understanding of how storage and retrieval systems control what information can be found.</p>  <p>C. Use a variety of advanced techniques, such as Boolean searching, subject/descriptor searching, truncation, and proximity, to retrieve information effectively from a variety of electronic information retrieval systems, like subscription databases and the Web.</p>  <p>D. Understand the use of language and vocabulary in information retrieval by exploring thesauri, indexes, concordances, and keyword-matching, as well as demonstrate comprehension of the differences, uses, and strengths of these various ways of using language to retrieve electronic information.</p> 	<p>DTC 101</p> <p>DTC 356</p> <p>DTC 497</p>	<p>CRITICAL and CREATIVE THINKING</p> <p>INFORMATION LITERACY</p>

Compare without badges

EXAMPLE: DTC356 COURSE TOPICS



Use my badge images.

EXAMPLE: ASSIGNMENT INSTRUCTIONS WITH BADGES

Part III: A Search Strategy

After you have completed the essay describing your database, write a 500-word narrative outlining a search strategy. Your narrative should describe how a well-designed search strategy would use the database's tools and features to efficiently locate the required information.



Your narrative should include:

- A goal: a detailed description of your searcher's information need.
- Several methods of meeting this goal. These should include the database's features.
 - For example: "Start with a keyword search. Try synonyms and related words. Identify possible results. Find controlled vocabulary terms in the results. Broaden or narrow your search goal as needed. Use _____ (search tools the database provides) to identify the best results.
- Your narrative should describe how to use the tools you identified in the first part to make an effective and successful search.

BUT WHAT ABOUT...?

- making badges work in one-shot instruction?
- tutorial, guides, screencasts?
- just making institutional effectiveness assessment student-centered in the first place?
- questions? Let's talk.

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- Navigate w/ arrow keys or swipe on touchscreens
- Use the down arrow key to see nested slides (more detail)
- Use the right arrow key to advance to the next slide.
- The ESCAPE key shows the birds-eye view of all slides for quick navigation.
- The S key shows speaker notes and the speaker's view. (fullscreen)
- The B key pauses the presentation.

return to the beginning of the deck

NESTED SLIDE

- Use the up arrow key to go back up.

THIS THE LAST SLIDE.

- Note the navigation arrows in the bottom left corner. You can click to navigate.
- Touch-screen users can swipe to navigate.
- The left arrow key can take you back.

return to the beginning of the deck